

BUILDING STUDENT SUCCESS

MEDICAL UNIVERSITY
OF SOUTH CAROLINA

EDUCATION AND STUDENT LIFE

2013 - 2014 ANNUAL REPORT

ACROSS THE PAGES OF
THIS REPORT, YOU WILL SEE
THE PIECES OF A PUZZLE
COME TOGETHER.

We use this as a metaphor for how Education
and Student Life (ESL) helps each student fit
together the pieces of his or her life at MUSC
and how the units within ESL come together
to ensure the academic success and
well-being of our students.

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**EDUCATION AND
STUDENT LIFE**
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MESSAGE FROM THE ASSOCIATE PROVOST

Education and Student Life (ESL) had an outstanding year, and it is with pride that I share our successes with you. Our accomplishments are the result of talented and dedicated faculty and staff, supportive and innovative leadership, and capable and engaged students.

TOGETHER, WE ARE
BUILDING
STUDENT SUCCESS

There are two sections to this report. In the first section, we present how the nine units within ESL align their services to drive our strategic plan forward. The second section provides a more in-depth examination of each of the individual units. Throughout this report, you will read examples of how we help each student fit together the pieces of his or her life at MUSC.

OUR VISION IS TO PROVIDE THE NATION'S
BEST LEARNING ENVIRONMENT FOR DEVELOPING
TRANSFORMATIVE HEALTHCARE LEADERS.

Thank you for taking time to read about ESL.
I believe you will be impressed with the
incredible work of our team!

Darlene Shaw, Ph.D.

Associate Provost for Educational Affairs and Student Life

TOGETHER, WE ARE BUILDING **STUDENT SUCCESS**

Education and Student Life (ESL) plays an essential role in helping students realize their dreams of becoming health care providers or biomedical scientists. Each MUSC student comes to us with a mental picture of his or her future at MUSC – a mental picture similar to the ‘big picture’ on the outside of a puzzle box. The student initially views the picture as a single unit, but on closer examination, realizes the picture is comprised of individual pieces that require assembly.

Putting the pieces together necessitates effort and the help of others with different perspectives and experiences. Education and Student Life is here to support our students as they complete their puzzles and create a professional image.

ESL faculty and staff come together to help students learn to sort the pieces, fit them together, and in some cases, find missing ones – all in the quest to complete the picture visualized by the student.

Together, the student, his college, and ESL maximize the student’s talents, skills, and dedication to make the student’s dream picture a reality. Guided by the six initiatives identified in our strategic plan, ESL partners with the colleges, students, and others to create a university experience that promotes students’ personal and professional growth, academic success, and well-being.

The following highlights provide examples of how each of our six strategic goals is translated into practice – how the faculty and staff in ESL come together to help students assemble the pieces to build their futures!

ENHANCE **ACADEMIC SUCCESS**

Academic success hinges on how well the students fit together the various pieces of their lives. Balancing academic, physical, and mental demands requires recognizing priorities, identifying opportunities, and realizing where and when to seek support. ESL provides many services to help students in this process.

To determine if ESL is providing our students with the support they need and want, ESL conducts an annual campus-wide electronic survey to assess student satisfaction with (1) the support services provided by ESL and (2) their selection of MUSC for their training.

**92% of students agreed
ESL contributes to their
academic success.**

**94% of students agreed
ESL promotes balance
and well-being.**

**96% of students
agreed they are
satisfied with
ESL.**

**94% of students
agreed they made
the right choice in
choosing MUSC.**

PROMOTE STUDENT HEALTH AND WELL-BEING

Well-being integrates the mental and physical health of the student. The Wellness Center, Office of Student Programs (SP), Student Health Services (SHS), Counseling and Psychological Services (CAPS), and the Center for Academic Excellence (CAE) come together to help students succeed. Consistent with past years, student responses to the Annual Student Satisfaction Survey strongly endorsed these units within ESL.



ESL UNITS MEET NEEDS

(% of students who agreed that ESL services meet their needs)

Student Programs	99%
Wellness Center	98%
Center for Academic Excellence	93%
Writing Center	98%
Student Health	95%
Counseling & Psychological Services	90%

ESL SERVICES ARE OF VALUE

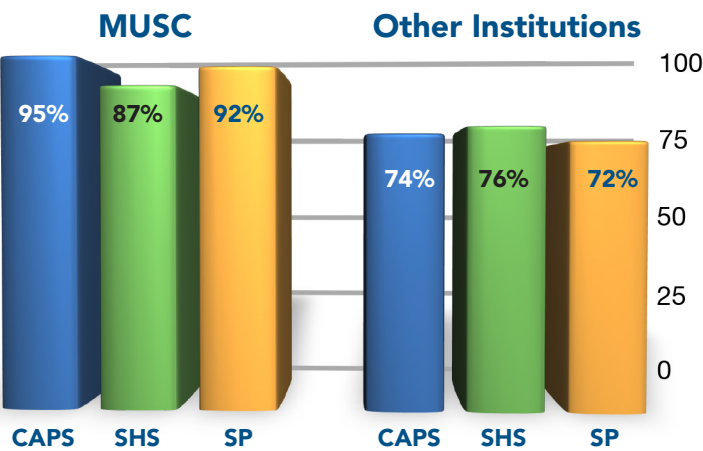
(% of students who agreed that ESL services are of value)

Counseling & Psychological Services	96%
Student Programs	96%
Wellness Center	96%
Student Health	95%
Writing Center	92%
Center for Academic Excellence	93%

National benchmark confirms MUSC excellence – Students rate ESL services higher

Possibly even more compelling are the data comparing MUSC student satisfaction to student satisfaction at other institutions. Each year the Association of American Medical Colleges (AAMC) administers a national questionnaire to all graduating medical students comparing our student satisfaction rates to those of other medical colleges.

AAMC Graduation Questionnaire



PROVIDE A **CUTTING-EDGE** LEARNING **ENVIRONMENT**

The learning environment is no longer restricted to the classroom. The “pieces” of a student’s education are accumulated from numerous experiences – both in and out of the traditional learning environment. Clinical rotations in California and mission trips in Haiti are but two in the array of opportunities presented to our students.

With 15% of MUSC students enrolled in distance education programs and a large number pursuing off-campus opportunities, ESL provides the infrastructure that allows our students to learn any time and any where. The Office of Instructional Technology and Faculty Resources (ITFR) continued to be instrumental in identifying and collaborating with students and faculty to meet ever-changing educational needs.

With the trend toward increasing on-line education, faculty and students need to learn new ways to maximize the learning experience. ITFR offers an ongoing series of seminars on effective on-line teaching. Topics include instruction focused on design, implementation challenges, and evaluation strategies. ITFR continues researching this area to ensure MUSC faculty receive the training needed to continue providing top-notch online education.

As the centralized unit for the University’s and ESL’s websites, ITFR provided training for all users of Site Executive, the MUSC website content management system. In addition, ITFR collaborated with the Office of Business Services and Marketing to design mobile-friendly website templates.

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PROVIDE AN **INCLUSIVE** LEARNING **ENVIRONMENT**

Imagine a puzzle with all green pieces, all the same size, and all square-shaped. There would be very little to learn from assembling it. There would be nothing to generate conversation and nothing to encourage a new way of thinking or perceiving.

ESL continues to lead MUSC as it embraces the value added through diversity. We provide diversity training to students and employees as an International Campus Affiliate of the National Coalition Building Institute (NCBI). We ensure diversity training is a part of the formal curricula in all colleges. In 2013-2014, ESL facilitated over 500 hours of prejudice reduction and diversity training to 1,070 students, faculty and others.

Working with the Student Government Association, we received Board of Trustees approval to amend the MUSC admissions statement to ensure fair treatment of transgender students.

This year brought a new University-wide Strategic Plan for Diversity and Inclusion. Dr. Willette Burnham, Executive Director, Student Programs and Student Diversity, was selected as co-chair of this effort. Dr. Burnham, along with 13 faculty and staff from ESL, served on the five working groups.

90% of participants indicated they are satisfied with diversity training and appreciate its applicability to their lives.

6

LEAD IN INTERPROFESSIONAL EDUCATION

The corners of any puzzle help define the boundaries of the picture, and it is important for MUSC to work with students to expand the boundaries of their educational pictures to include other healthcare professions. Patient care and the science of discovery continue to evolve from a silo approach to collaboration within an interprofessional team. ESL prepares our students to succeed in this new environment.

Under ESL's leadership in Interprofessional Education, MUSC has gained and maintained national prominence in the field. Forever looking forward, we recognize the value of expanding the mission of the interprofessional education office to encompass interprofessional clinical training, research, and healthcare delivery.

The office changed its name to the Office of Interprofessional Initiatives, reflecting its expanded mission and alignment with MUSC's Strategic Plan.

Working together to construct a puzzle results in a sense of shared accomplishment when the big picture becomes evident. Through the MUSC Gives Back program, ESL offers students the opportunity to work together to accomplish great things as future healthcare providers.

Through MUSC Gives Back, 980 students donated 16,000 hours to 136 Lowcountry agencies, such as Habitat for Humanity and the CARES Clinic, as well as international missions.

With 98% agreeing their volunteer experience led to a better understanding of interprofessional teammates' disciplines, students confirmed the MUSC Gives Back program has broad value.

ESL also brings students together for social interaction through the Office of Student Programs in conjunction with the Student Government Association (SGA). In 2013 – 2014, Student Programs offered 149 programs and events which drew a total of 15,914 participants. An impressive 99% of the students agreed that Student Programs met their needs.



MAXIMIZE STEWARDSHIP

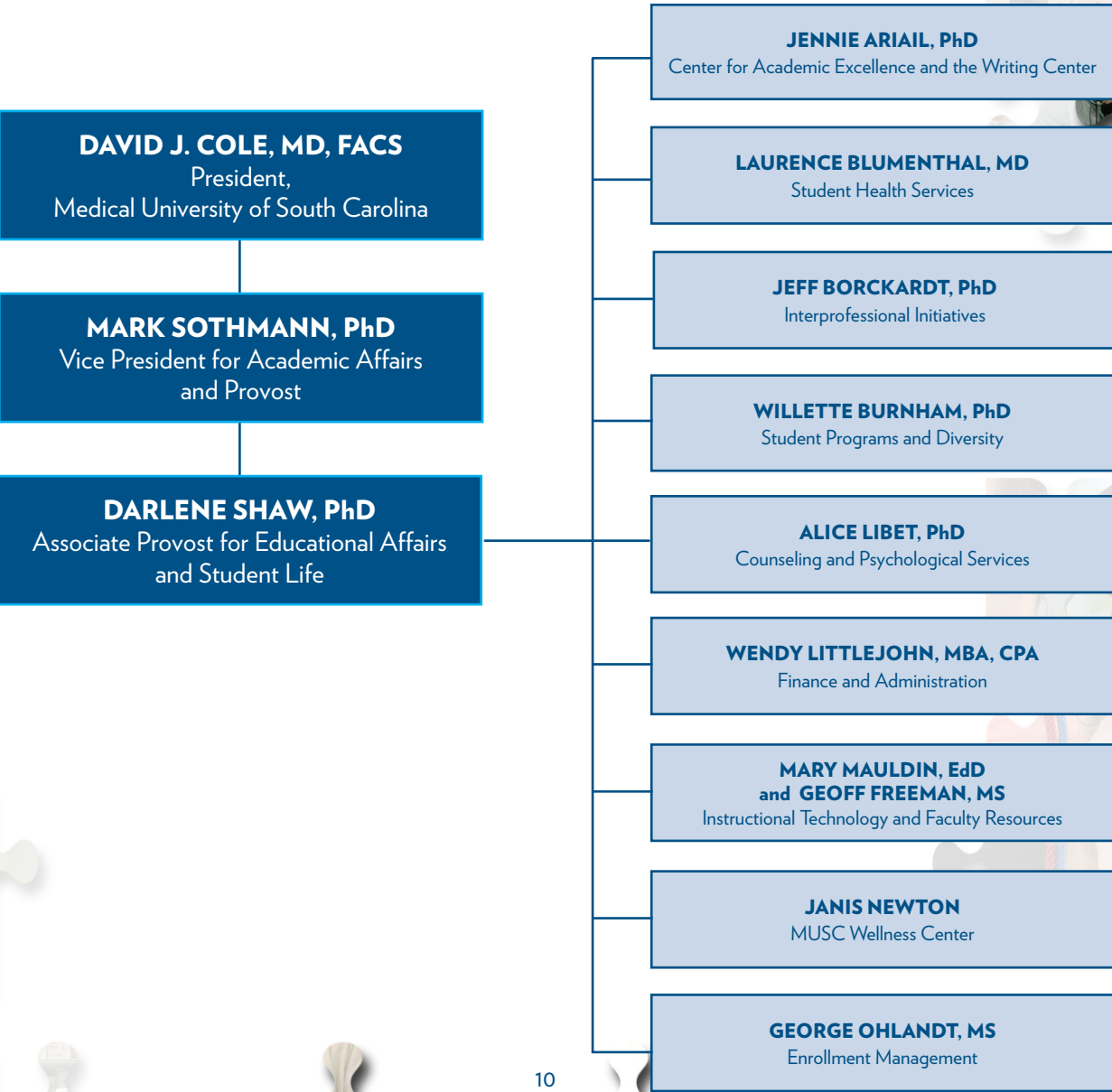
The edge pieces define the scope of the puzzle. There can be many or few pieces of varying lengths, but they all join together to form a single image. Within any organization, the pieces that form the boundaries are usually finance-related. ESL recognizes current financial limitations and acknowledges the need to identify entrepreneurial approaches to maintain or grow our services. Several task forces were convened to evaluate funding and billing models for various services provided by ESL.

Faced with a 4.5% budget cut, ESL reduced operating expenditures and remained within our \$7.8 million Administrative and Support allocation while maintaining high levels of student satisfaction, improved employee satisfaction, and an upgraded Wellness Center facility. Additionally, in response to student and employee feedback, we strategically transferred monies to address deferred maintenance needs for highly used, aging facilities. We recognize employees are our most valuable resource, and we continue to look for opportunities to support them.

Over the last five years, the Wellness Center grew revenue \$1.4 million, a 65% increase. It also reduced total operating expenditures by 24% and restructured the parking process to collect fees from community members.

Additionally, the Wellness Center facility underwent multiple strategic upgrades, including an improved front entrance, resurfaced squash courts, new equipment, and replacement HVAC components. Students endorsed the Wellness Center, with an impressive 98% reporting satisfaction.

ESL DIVISION STRUCTURE



THE CENTER FOR ACADEMIC EXCELLENCE & THE WRITING CENTER

The Center for Academic Excellence & the Writing Center (CAE/WC) is at the forefront of the University's mission to educate students to become skilled, knowledgeable, caring, and ethical health care professionals and biomedical scientists.

Promoting academic success occurs in individual appointments, through a program of supplemental instruction, and in board/certifying exam review programs. Our faculty teach effective written and oral communication, vital components of health care and research, and collaborate with faculty to promote excellence in teaching as they strive to instill critical thinking and lifelong learning in students.

Working with the colleges, the Writing Center offers interprofessional humanities courses that encourage students to explore ethical issues and enhance their understanding of the populations they will serve. These courses foster self-reflection and promote empathy in future health care providers and biomedical scientists.

TOGETHER, WE ARE BUILDING STUDENT SUCCESS

CAE/WC offers supplemental instruction — led by students, for students.

KEY ACCOMPLISHMENTS: 2013-2014

- Increased one-on-one teaching sessions by 33% (973 additional appointments) from previous year.
- Expanded online scheduling opportunities for students as well as opportunities for additional workshops and retreats.
 - “Declaration of Dissertation Independence,” an interprofessional retreat for students working on dissertations
 - “The Narrative Bridge: Connecting through the Health Humanities,” a national interdisciplinary conference for professionals and students in healthcare and humanities disciplines
- Presented *Foundations for Teaching and Learning*, a series of six seminars for faculty, in collaboration with ITFR.
- Partnered with the Office of Graduate Medical Education to teach strategies and techniques to residents preparing for USMLE Step 3.
- Contributed to local leadership and national prominence of MUSC.
 - Thomas G. Smith, PhD, elected President, Faculty Senate
 - Lisa Kerr, PhD, awarded grant from Arnold P. Gold Foundation for Humanism in Medicine

3,870 one-on-one teaching sessions (1,047 CAE + 2,823 Writing Center)

1,274 students participated in Supplemental Instruction groups.

OUR GOALS: 2014-2015

- Continue to teach rhetorical principles, strategies for effective studying, test-taking, and preparation for national board and certifying exams in one-on-one sessions and workshops for students in all six colleges.
- Continue to promote teaching excellence in all six colleges.
- Initiate a Student Advisory Board, chaired by the Academic Vice President of Student Government, to recognize new opportunities to meet student needs as identified on the Student Satisfaction Survey and to improve consistency in supplemental instruction program.
- Establish “Declaration of Dissertation Independence” retreat as an annual event.
- Identify and pursue additional avenues to promote the role of the humanities in the education of future healthcare professionals to include planning a humanities and medicine conference for 2016.
- Conduct scholarship to include the significance of the humanities in the education of health care professionals.

167 College of Medicine students preparing for USMLE Step 1 participated in 15 seminars, took mock examinations, and met individually with faculty to develop study plans.

47 workshops/seminars/class presentations

6 seminars for College of Dental Medicine students preparing for Part 1, NBDE

STUDENT PROGRAMS AND STUDENT DIVERSITY

Student Programs (SP) and Student Diversity strive to create and provide high quality, comprehensive, interprofessional and diverse co-curricular experiences for all students, in collaboration with the MUSC Student Government Association (SGA), student organizations, and the greater University community, by offering

- exemplary student leadership development programs,
- intercultural student services and education,
- volunteer and service-learning opportunities,
- a vibrant intramural sports program,
- off-campus housing support, and
- enhanced student communication venues.

93% of students agreed SP has contributed to their academic success.

TOGETHER, WE ARE BUILDING STUDENT SUCCESS

ESL ensures every student receives diversity training.

FOLD-OUT FLAP

KEY ACCOMPLISHMENTS: 2013-2014

- Provided intercultural training and education to 1,070 participants.
 - 751 students and 167 faculty/staff and residents
 - 100 AHEC community partners
 - 52 others
- Promoted student well-being and interprofessional interaction through 149 programs.
 - Educational = 6
 - Cultural = 11
 - Social = 7
 - Recreational = 49
 - Co-Sponsored SP/SGA-Supported = 43 and SGA-Specific = 28
 - Other = 5
- Served 136 Tri-county agencies through the volunteer service of 980 students.
 - 335 students contributed at least 15 hours of volunteer service
 - 16,000 hours of service collectively donated to the agencies
- Launched the Safe Zone Advisory Council with 2 community partners and conducted 2 Safe Zone Ally training workshops to address the needs of our lesbian, gay, bisexual, and transgender students.
- Sustained record student satisfaction outcomes across all programs and services for the 4th consecutive year.

OUR GOALS: 2014-2015

- Identify a working group and plan, develop, and implement a comprehensive website featuring student resources, services and opportunities for distance education students.
- Conduct a comprehensive overview of all Student Programs print and online student resources.
- Sustain exemplary levels of student participation and satisfaction outcomes.
- Enhance online services and support for student volunteer opportunities.
- Maintain a comprehensive calendar of intercultural training and education opportunities.

99% of students agreed SP met their needs.

99% of students agreed SP staff are competent at their jobs.

99% of students agreed SP staff are caring and helpful.

98% of students agreed SP hours of availability and number of staff were sufficient.

96% of students agreed SP is a valuable service to MUSC students.

COUNSELING AND PSYCHOLOGICAL SERVICES

Counseling and Psychological Services (CAPS) provides evidence-based mental health services for MUSC students to support their health, well-being, and academic success. Services include individual and couples therapy, medication management, and psychometric evaluations for conditions affecting learning.

CAPS provides consultation to faculty members and others who are concerned about student well-being and offers psycho-educational presentations and written materials to educate students and faculty about common problems and effective solutions and interventions.

253 medication management and therapy sessions

2,372 total number of student visits

TOGETHER, WE ARE BUILDING STUDENT SUCCESS

FOLD-OUT FLAP

CAPS ensures students' success through confidential psychological services.

KEY ACCOMPLISHMENTS: 2013-2014

- Provided excellent, cost-effective, evidence-based psychological and psychiatric services for students in a caring and culturally sensitive manner, safeguarding student confidentiality.
- Provided education workshops and prevention-oriented outreach programs on topics such as stress reduction and coping skills.
- Initiated, organized, and participated with the College of Medicine in an orientation session for spouses, parents, and significant others of entering medical students.
- Initiated, organized, and participated in a panel discussion addressing stimulant medication use and abuse.
- Provided assistance related to student problems identified by faculty and members of the Behavioral Support and Intervention Team.
- Served as a training site for Psychiatry Residents, Postdoctoral Fellows, and Interns in Clinical Psychology, contributing to interprofessional education at MUSC.

423 students served
1,360 therapy sessions

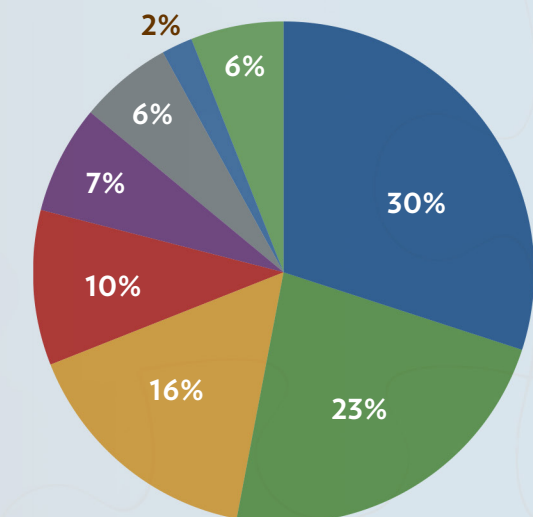
205 new student evaluations
554 medication management visits

OUR GOALS: 2014-2015

- Continue to provide cost-effective, evidence-based, mental health care for MUSC students.
- Continue educational workshops and other prevention-oriented outreach programs.
- Collaborate with new Assistant Provost for Interprofessional Education to identify opportunities for joint projects, surveys, and/or research.
- Remain well-informed about licensing regulations which have an impact on CAPS' ability to provide mental health services to distance education students.
- Continue educational presentations regarding alcohol and substance abuse.

CAPS VISITS BY DIAGNOSIS

- Anxiety
- Depression (problems with mood)
- Learning / Academic Problems
- Adjustment Problems
- Relationship Problems
- Alcohol or Substance Abuse
- Eating Disorders
- Other





STUDENT HEALTH SERVICES

Student Health Services (SHS) is committed to optimizing the health of MUSC students, so they can best achieve their personal and academic goals.

Services include treatment for acute and chronic illnesses, preventive health care, and health education.

STUDENT SATISFACTION

95% of students agreed Student Health Services met their needs.

95% of students agreed Student Health Services staff are competent at doing their jobs.

96% of students agreed Student Health Services staff are caring and helpful.

95% of students agreed Student Health Services is valuable to them.

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FOLD-OUT FLAP

ESL makes available an excellent, cost-effective student health insurance plan.

KEY ACCOMPLISHMENTS: 2013-2014

- Provided quality health care to MUSC students with 9,327 visits.
- Expanded provider choice and appointment availability for students through the hiring of a Nurse Practitioner.
- Expanded off-site services to students to provide more convenient access for TB Skin Tests and Flu Vaccinations.
- Provided 90% flu vaccine coverage to protect the health of students, staff, and patients across the MUSC campus.
- Streamlined the pre-matriculation immunization compliance process, resulting in faster processing time.
- Implemented system to extend insurance waiver time period, resulting in increased student and college satisfaction.

9,327 provider and nursing visits

1,033 new student immunization records reviewed to ensure compliance

1,976 flu immunizations administered, achieving 90% flu vaccine coverage for students on MUSC campus

OUR GOALS: 2014-2015

- Continue to provide for the health of MUSC students by offering accessible, high-quality health care that is responsive to their needs.
- Continue to improve and streamline all immunization compliance processes.
 - Gain maximal utilization of the electronic medical record compliance search engine.
 - Standardize protocols for compliance monitoring (immunization tracking and student notification).
 - Identify non-campus-based populations for whom the immunization requirements do not apply (e.g., distance education).
 - Enlist support of the college deans for compliance enforcement.
- Improve Student Health website by updating information and expanding content.
- Improve MUSC students' knowledge of the Student Health Insurance plan to obtain optimal value from the plan's benefits.
- Improve efficiency and functioning of Student Health Services through cross-training of clinic staff and exploration of insurance billing for selected services.

2013 AAMC GRADUATION QUESTIONNAIRE
reported MUSC student satisfaction with SHS
was 87%, well above the national average of 76%.

MUSC WELLNESS CENTER

The MUSC Wellness Center promotes the physical, mental, and social well-being of MUSC students, faculty, staff, and the Charleston community. The facility offers a variety of equipment, classes, and activities, such as cardiovascular and strength training, running tracks, tennis, group cycle, and aquatics, along with fitness testing, lifestyle consultations, and personal fitness training. The Wellness Center staff creates a culture of wellness in the community through education, support, and motivation necessary for individuals to adopt healthy lifestyle choices and behaviors.

STUDENT SATISFACTION

98% of students agreed the Wellness Center met their needs.

99% of students agreed the Wellness Center staff are competent at their jobs.

96% of students agreed the Wellness Center is valuable to them.

EMPLOYEE & COMMUNITY MEMBER SATISFACTION

86% of members are satisfied with the Wellness Center.

97% of members believe the staff is competent and knowledgeable.

96% of members would recommend it to others.

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STUDENT SUCCESS

FOLD-OUT FLAP



The MUSC Wellness Center was
voted “Best Health Club” in the 2014
Charleston City Paper Readers’ Poll.

KEY ACCOMPLISHMENTS: 2013-2014

- Completed a self-study to ensure the Center's continued success; the Board of Trustees affirmed the value of the Center, and the University adopted the Task Force's recommendations to refine the funding model.
- Upgraded the facility; strategically invested \$125,000 in new equipment; completed locker room renovations; and improved the front entrance and landscaping.
- Initiated the employee "Xpress Membership" program, featuring a reduced membership cost, to promote a healthy workforce.
- Attained record numbers of student memberships and utilization; collaborated with Student Programs for record participation of students in basketball, soccer, and volleyball.
- Completed 13th session of Healthy Charleston Challenge, a 12-week nutrition education, weight-loss, and activity competition.
- Completed pilot study with the College of Nursing to evaluate the effects of the Healthy Charleston Challenge; results indicated a decrease in disease biomarkers (specifically, advanced glycemc end-products).
- Collaborated with other departments to create new wellness programs for specific groups, including alcohol recovery, autistic youth, and others (Adventure Out and Family Fit Challenge).

OUR GOALS: 2014-2015

- Continue to improve the health of our student body and members by exploring new innovations for health management, technological fitness products, and services.
- Create a customer service team to focus on member experience and overall approach to systematic improvement.
- Implement a new membership management system with online features.
- Foster a sense of community at the Wellness Center by implementing stronger new-member education orientation programs.
- Explore new revenue opportunities by offering professional education programs and certifications; retain and recruit Charleston's most qualified trainers.
- Promote memberships, programs, and health through a stronger web presence and social media.
- Explore the feasibility of creating a new functional training area.
- Continue to evaluate and update facilities and equipment.
- Leverage the Wellness Center's unique mission as part of a University-wide initiative to positively impact community health and help build MUSC's clinical enterprise.

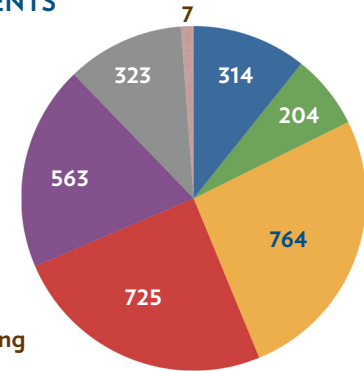
16% of survey respondents indicated they used MUSC clinical services for the first time after joining the Wellness Center; of the 30% of members who have not used MUSC clinical services, 80% would now consider it.

ENROLLMENT MANAGEMENT

The Office of Enrollment Management (OEM) provides personalized, streamlined, and highly accessible admissions, financial aid, and registration processes to provide excellent support for our students while assuring compliance with federal and state regulations.

REGISTERED STUDENTS

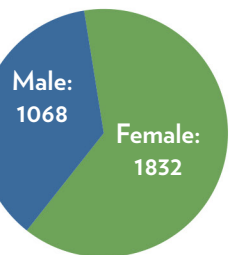
- Dental Medicine
- Graduate Studies
- Health Professions
- Medicine
- Nursing
- Pharmacy
- Non-Degree Seeking



IN/OUT OF STATE



GENDER



STUDENT RACIAL DEMOGRAPHICS

American Indian / Alaska Native	10
American Indian / Alaska Native & White	7
Asian	172
Asian & Pacific Islander	1
Asian & Pacific Islander & White	2
Asian & White	31
Black / African American	242
Black / African American & American Indian / Alaska Native	1
Black / African American & American Indian / Alaska Native & White	2
Black / African American & Asian & White	1
Black / African American & White	8
Hispanic / Latino	103
International	45
Pacific Islander	2
Undeclared	168
White	2208

FOLD-OUT FLAP



OEM works with students from application to graduation.

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STUDENT SUCCESS

KEY ACCOMPLISHMENTS: 2013-2014

- Implemented a student-accessible “documents-still-needed” system for Financial Aid.
- Improved student satisfaction with Financial Aid office.
- Introduced a training plan as the designated University authority to ensure compliance with FERPA, the federal law that protects the privacy of student education records.
- Found compliant in internal audit of financial aid reconciliation processes.
- Demonstrated staff satisfaction above University levels in valuing diversity (88%), staff cooperating as a team (88%), believing their physical environment is conducive to a productive workload (88%), and non-pay recognition of good performance (81%).

9,325 applications processed

8,167 applicant transcripts evaluated

2,777 students registered

7,981 MUSC transcripts processed

844 students graduated

APPLICATIONS PROCESSED

■ Dental Medicine	1022
■ Graduate Studies	418
■ Health Professions	1988
■ Medicine	3831
■ Nursing	1092
■ Pharmacy	901
■ Non-Degree Seeking	73

OUR GOALS: 2014-2015

- Complete review and reorganization of the *University Bulletin*, the document of authority for all MUSC students.
- Modify the existing learning module for FERPA training.
- Partner with colleges to implement new academic programs and international collaborations.
- Implement a general roll-out of the new student portal.
- Revamp user access classifications for student information system.

\$1.1M application and matriculation fees collected for colleges

\$105M Financial Aid awarded

153 Federal Work-Study students employed

492 data analyses completed for Commission on Higher Education, US Department of Education, MUSC Colleges, and other initiatives

INTERPROFESSIONAL INITIATIVES

The MUSC Office of Interprofessional Initiatives (OII) promotes campus-wide activities among students and faculty members in the areas of education, research, collaborative practice, and community outreach.

This approach to interdependent health professions education follows national recommendations, including those from the Institute of Medicine, with the objective of developing a team-based approach to delivering cost-effective, patient-centered care. OII enriches academic programs and experiences that shape our future healthcare practitioners and biomedical scientists.

Through OII, faculty who guide the educational process receive the training and support needed to incorporate this new paradigm into their teaching and clinical practices. Specifically, OII supports scholarly inquiry for faculty members through pilot grants, expands faculty interest and skill through development activities, and builds interprofessional relationships with healthcare delivery units. In addition, OII connects MUSC students and faculty with the community at large to promote health and well-being, and to prevent and manage chronic disease.

TOGETHER, WE ARE BUILDING STUDENT SUCCESS

Students learn with,
from, and about one
another to improve
patient outcomes.

FOLD-OUT FLAP



KEY ACCOMPLISHMENTS: 2013-2014

- Merged the Creating Collaborative Care (C3) Quality Enhancement Plan and Junior Doctors of Health programs to form the Office of Interprofessional Initiatives.
- Appointed Jeff Borckardt, PhD, as Assistant Provost for Interprofessional Initiatives after conducting nation-wide search.
- Expanded interprofessional education opportunities at MUSC.
- Awarded 5 MUSC faculty interprofessional/interdisciplinary intramural development grants.

Taught nutrition to **961** children and **183** future healthcare providers across the state through the Junior Doctors of Health program.

Recruited and trained **55** faculty members representing all colleges to serve as facilitators for MUSC's IP-710 course, which all students are required to complete.

1,500 students participated in MUSC's Interprofessional Day, required of all first- and second-year students; **50** faculty members served as facilitators.

OUR GOALS: 2014-2015

- Create opportunities for students across colleges and disciplines to acquire interprofessional training experience in real-world clinical environments.
- Conduct empirical research on the clinical, educational, and health-economic benefits of interprofessional collaborative practice.
- Seek opportunities to attain extramural funding to support and expand interprofessional programming and initiatives at MUSC.
- Participate in and contribute data to the National Center for Interprofessional Practice and Education.
- Develop and expand research, clinical, and educational partnerships with the hospital to evaluate interprofessional opportunities for improving patient safety, quality of care, and enhancing education/training experiences.
- Capture and recognize existing interprofessionally oriented programs at MUSC and evaluate the relative impact of interprofessionalism on practice, education, and research outcomes/productivity.
- Develop a new administrative structure for OII to support and facilitate innovative interprofessional educational, research, and clinical endeavors.
- Partner with the hospital to create interprofessional training opportunities that will serve as a platform for the Quality Enhancement Plan required by the Southern Association of Colleges and Schools Commission on Colleges.

INSTRUCTIONAL TECHNOLOGY AND FACULTY RESOURCES

The Office of Instructional Technology and Faculty Resources (ITFR) supports the University's mission "to educate students to become caring compassionate, ethical, and proficient health care professionals and creative biomedical scientists, and to recruit and develop dedicated, scholarly educators who inspire their students to lifelong learning in the service of human health."

Specifically, ITFR supports the instructional technology needs of faculty, staff, and students by implementing and maintaining instructional systems, maintaining classroom technology, and providing technical support for distance education classes and video conferencing.

ITFR also assists faculty by providing resources that encourage new technological and pedagogical teaching strategies, fostering collaborations across disciplinary and university boundaries, and promoting teamwork to be applied in collaborative, interprofessional healthcare delivery and research settings.

TOGETHER, WE ARE BUILDING STUDENT SUCCESS

**ITFR ensures
students can learn
any where, any time.**

KEY ACCOMPLISHMENTS: 2013-2014

- Evaluated multiple providers of online learning services; this will be an iterative process based on the frequently changing landscape of online education.
- Provided a seminar series for faculty and staff about effective online teaching, focusing on design, implementation, and evaluation.
- Collaborated with the Office of Business Services and Marketing to design mobile-friendly templates for the MUSC websites.
- Provided training for all users of MUSC's website management system; designed and developed custom websites for multiple projects.
- Produced numerous weekly, monthly, and on-demand live and recorded radio programs for broadcast across the state in cooperation with SCETV and Clemson University.
- Upgraded MUSC's online room scheduling system and held 10 training sessions for users.
- Hosted MUSC Online Education Summit, "Behind the Screens: An Insider's Look at Online Education," for MUSC staff and faculty.

5,300+ students, faculty & staff used Moodlerooms Learning Management System

3,000+ students, faculty and staff used Tegrity Lecture Capture System

OUR GOALS: 2014-2015

- Explore cost-effective educational technologies of value to faculty, students, and the University.
- Continue to move MUSC Online forward by identifying potential centrally-supported services and technology needs and funding streams, providing additional training and support for faculty in effective teaching online, and determining policies to accommodate online education.
- Expand opportunities for faculty development and seek collaborations across the enterprise and beyond.
- Continue to support the development and maintenance of MUSC websites.
- Expand the activities of Apple Tree and the potential of using Apple Tree as a "clearing house" for faculty development.

85 classroom and other University venues supported

30+ Apple Tree Brown Bag Sessions hosted and two multiple-part series devoted to faculty development

200+ students participated in the Tech Fair, an annual event organized by ITFR

56 audio-visual projects created, including the production of over 322 videos

FINANCE & ADMINISTRATION

Finance and Administration helps to create an excellent learning environment by serving as good stewards of the resources entrusted to us. We partner with our faculty and staff to provide the administrative infrastructure necessary to support the mission and purpose of each ESL unit.

Budget development, resource allocation, financial analysis, and continuous strategic planning represent many of the services provided to ensure optimal use of resources. We coordinate the Employee Recognition Program to promote a culture that values and retains a diverse and highly qualified workforce.

EMPLOYEE SATISFACTION HIGHLIGHTS

93% believe their supervisor treats them with respect.

92% are pleased to be working at MUSC & believe they have a safe workplace.

91% agree their supervisor encourages teamwork.

TOGETHER, WE ARE BUILDING STUDENT SUCCESS

769 students learned useful strategies to make informed personal financial decisions.

KEY ACCOMPLISHMENTS: 2013-2014

- Managed a 4.5% budget reduction with minimal impact on quality of services.
- Expanded new student orientation to include additional programs and campus services.
- Appointed to the College of Medicine's Follow-up Task Force to address LCME requirements and develop an action plan.
- Established focus group for employee recognition and implemented recommendations.
- Partnered with Human Resources, Payroll, Cashier's Office, and Procurement to conduct staff training sessions and ensure compliance with policies and procedures.
- Found compliant by routine internal and external audits.
- Authored white-paper that outlined a strategy for the future success of the Wellness Center.
- Partnered with the College of Medicine to host AAMC Financial Information, Resources, Services, and Tools seminars as well as to create a student portal containing financial resources targeting student indebtedness.

OUR GOALS: 2014-2015

- Identify and add online financial literacy modules to encourage web-based student participation.
- Identify and strategically address student support facilities, deferred maintenance, and capital projects as opportunities to improve student and employee satisfaction.
- Continue to evaluate Student Health funding models.
- Identify opportunities to improve student satisfaction ratings with the MUSC-sponsored health insurance plan.
- Collaborate with directors and the campus community to identify new sources of revenue to support student services.
- Continue to establish external benchmarks and make comparative assessments to evaluate performance, programs, and processes.

ESL's Finance and Administration facilitated students' participation in a ten-part financial literacy education program.

ESL FINANCIAL REPORT - 2013-2014

ESL is committed to providing fiscal transparency and accountability to enhance our ability to provide quality education and services to the MUSC student body.

We benchmark ourselves against data provided by the US Department of Education and Integrated Postsecondary Education Data System (IPEDS) to ensure our costs are aligned with our peer institutions.

The results demonstrate that we continue to contain our costs while maintaining effective services.

FINANCIAL PERFORMANCE

EXPENDITURES BY FUNCTION (2-year Comparison)	2013	2014
Academic Support	1,462,000	1,591,910
Instruction	\$301,622	\$224,386
Research	104,522	17,311
Public Service	24,758	21,336
Student Services	5,657,042	5,275,186
Institutional Support	879,575	733,885
TOTAL EXPENDITURES (excluding internal transfers)	\$8,429,519	\$7,864,014

Fiscal Year 2014 | Education & Student Life | Administrative & Support (A&S) Units

REVENUE	2014
Federal Indirect Cost Recoveries	\$65,740
Gifts	42,397
Private Grants & Contracts	54,195
Student Transcript Fees	29,132
Sales of Services Educational Enterprises	165,080
Sales of Services Auxiliary Enterprises	2,261
Miscellaneous	87,725
Interest and Investment Income	260
Hospital Authority	103,970
Inter-departmental Sales	128,198
Inter-departmental Transfers In (ex A&S alloc)	52,772
Administrative & Support (A&S) Allocation-in	7,803,912
TOTAL REVENUE	\$8,535,642

EXPENDITURES	2014
Personnel	\$6,403,279
Contractual Services	794,163
Supplies	295,224
Fixed Charges	57,475
Equipment	6,627
Travel	34,337
Scholarships	48,737
Student Activities	183,800
Other Expenses	40,372
Subtotal of Expenditures before Transfers	\$7,864,014
Transfers to Plant Funds	620,000
Inter-departmental Transfers Out	40,923
TOTAL EXPENDITURES	\$8,524,937
TOTAL REVENUE OVER/(UNDER) EXPENDITURES	\$10,705

REVENUE

2014

Gifts	\$ 10,200
Sales of Services Auxiliary Enterprises	3,343,619
Miscellaneous	70
Inter-departmental Sales	117,733
Hold Harmless	2,066,542

TOTAL REVENUE

\$5,538,164

EXPENDITURES

2014

Personnel	\$1,691,935
Contractual Services	412,912
Supplies	223,026
Fixed Charges	12,723
Travel	54
Trainee/Scholarships	8,549
Other Expenses	2,952

Subtotal of Expenditures before Transfers	\$2,352,151
MUSC Investment Fund Contribution	680,360
Administrative & Support Allocation	2,152,706
Transfers to Plant Funds	340,000
Inter-departmental Transfers Out	5,000

TOTAL EXPENDITURES

\$5,530,217

TOTAL REVENUE OVER/(UNDER) EXPENDITURES

\$7,947

FINANCIAL PERFORMANCE - Wellness Center

- Over the last 5 years, grew annual membership revenue by \$1,039,1037 (64%) and non-dues revenue by \$332,706 (72%); when combined these resulted in total revenue growth of \$1,371,813 (up from \$2,099,810 to \$3,471,623 per year).
- In 2014, grew membership revenue an additional 2.79% from prior year; sustained \$370,577 growth from FY2013.
- Collected fees from new parking card sales and redirected new revenue stream of \$152,004 to MUSC Parking Management.
- Sustained operating cost reduction of \$424,488 from FY2013.
- Absorbed \$714,117 in additional University Plant & Utilities costs (from \$1.4 million in 2013 to \$2.1 million 2014).
- Contributed \$680,360 to the University's subvention fund, up \$53,446 from 2013 to 2014.

GIVING OPPORTUNITIES

Education and Student Life provides the foundation for student success – a solid work surface upon which students can assemble their career pictures. ESL is here to make sure the pieces come together. Together, the student and ESL maximize the student's talents, abilities, and skills.

There are many ways to invest in the education and health of our community. Please consider making a financial contribution to the MUSC Student Services Fund or any one of the four ESL funds.

*MUSC Student Services Fund
Higgins Memorial Fund*

*Harper Student Wellness Center Fund
Minority Student Scholarships*

The MUSC Student Services Fund enables ESL to provide support where the need is greatest. Recognizing that challenges and opportunities change daily, the flexibility of the fund allows for unpredictable and emerging needs as well as needs that are not covered by state funds.

We use the funds to provide ...

- Emergency loans for student health issues, educational travel, and personal crises
- Educational opportunities for students and faculty
- Student recognition awards
- Support for new programs
- Service learning opportunities and student-initiated medical-outreach programs

Please go to <https://alumni.musc.edu/yes/> to make an online donation or to download the form. Every dollar helps our students realize their dreams. Thank you for your generosity and support of Education and Student Life at MUSC.

In compliance with Internal Revenue Service regulations, your contribution may qualify for a tax deduction as no goods or services are provided in exchange for gifts to these funds.

THANK YOU

And so the pieces come together with everyone in ESL playing an important role in helping students to reach their goals.

With the guidance and support of ESL's outstanding staff and faculty, students begin to see their futures take shape. ESL does an extraordinary job each day to provide the nation's best learning environment for creating transformative health care leaders.

Together, we are building student success!

Thank you for taking time to learn more about ESL and our role in the educational experience at MUSC!

2013-2014 ANNUAL REPORT COMMITTEE

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Across the pages of this report, you have seen how ESL brings the pieces of the puzzle together to ensure the academic success and well-being of our students.





Changing What's Possible®